

CHAPTER-I

CONCEPTUAL FRAMEWORK

1.0. INTRODUCTION

Education is a process of all round development that helps an individual to become a productive and responsible member of society. The function of education is to equip each individual with various skills and competencies for successful living. Education of the present times is a fast changing one and those who are unable to keep pace with this change have to face its consequences. The reason for this fast growing change is the liberalization, privatization and globalization. In developed countries, developing countries, and under developed countries, people want better civic facilities, educational facilities, and defense services. The study of economics encompasses the most effective means of utilizing available resources in virtually every sector including household management. Study of economics has now assumed great importance as the modern society cannot be comprehended in isolation. It has close links with production, arrangement and distribution of goods and services of a variety of nature not only national but also at international fronts.

The study of economics has become more important as the modern Economics now deals with multifarious socio-economic and financial matters of an individual as well as of a society. It studies systematically and methodically the economic network of society including agriculture, business, money and banking, international trade, transportation, planning, growth and development. NCF (2005) also recommends that children's life at school must be linked to their life outside the school. So, the responsibility of Economics teacher has also increased. The teacher becomes the pivot around whom the whole educational process moves on. So Economics teacher should skillfully incorporate the present socio-economic factors into teaching. The Secondary Education Commission (1952-53) has emphasized the need for using right methods of teaching in these words, "Every teacher and educationist of

experience knows that even the best curriculum and the most perfect syllabus remain dead unless quickened into life by the right methods of teaching and the right kind of teachers. He judges the success of his lesson not by the amount of matter covered but by the understanding, the appreciation and the efficiency achieved by students.” The Commission has further observed, “Any method, good or bad links up the teacher and his pupils into an organic relationship with continuous mutual interaction, it reacts not only on the mind of the students but on their entire personality; their standard of work and judgment, their intellectual and emotional equipment, their attitude and values. Good methods which are psychologically and socially sound may raise the whole quality of their life. So, in the choice and assessment of methods, teachers must always take into consideration their end products, namely, the attitudes and values inculcated in them consciously or unconsciously.”

Knowledge has many branches and economics is an important and useful branch of knowledge. In recent years the science of Economics has assumed greater significance in view of the fact that knowledge of economics is being used for initiating and accelerating growth in the economies of the world and thus for eradicating wants, poverty, unemployment from the human race. Besides, the nature of so many other problems such as inflation, stagnation and recession, population, adverse balance of payments and so on that confront the economies of today cannot be understood and solution for them cannot be provided without the adequate knowledge of the science of Economics. So, to provide enough knowledge and experience to the students competencies are required in the teachers teaching Economics. Ryans (1960) rightly remarks: “if the competent teacher can be obtained, the likelihood of attaining desirable educational outcomes is substantial, on the other hand, although school may have excellent material resources in the form of equipment, building and textbook, and although curricula may be appropriately adapted to community requirements, if the teachers are misfit or are indifferent to their responsibilities the whole programme is likely to be ineffective and largely wasted.” The teacher has to play pivotal role in teaching learning process.

1.1. Broad Dimensions of Economics as a Subject at a Glance

Economics has a very extensive field for the selection of its subject matter. In fact all the activities of human beings have some bearing on Economics activities. Thus its scope is very wide.

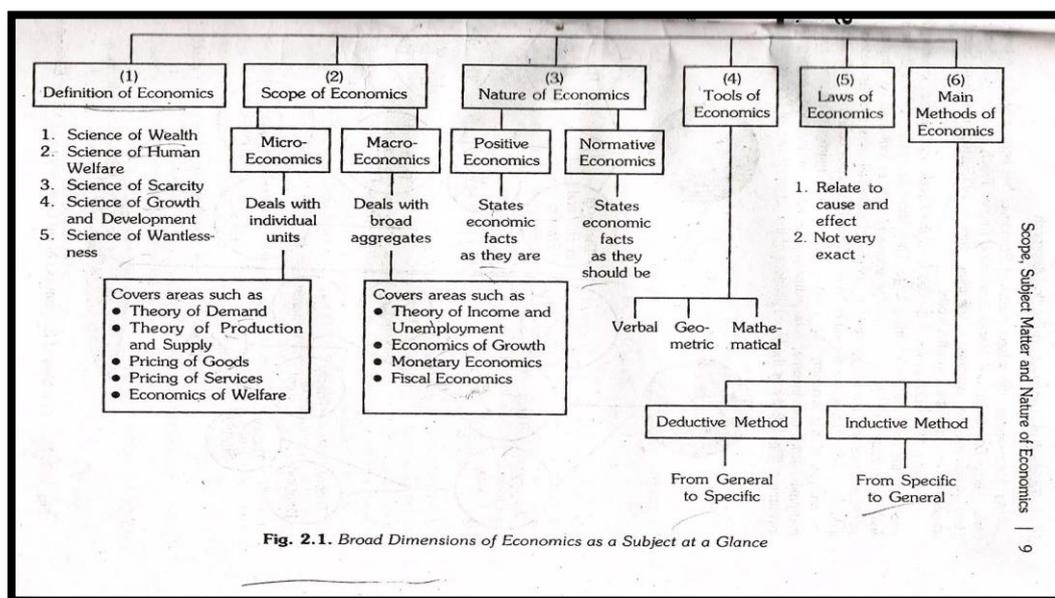


Fig. 2.1. Broad Dimensions of Economics as a Subject at a Glance

(As cited in Aggarwal, 2007)

1.1.1. Concept of Economics

Economics is the study of how people choose to use resources. Resources include the time and talent people have available, the land, buildings, equipment, and other tools on hand, and the knowledge of how to combine them to create useful products and services. Important choices involve how much time is to be devoted to work, to school, and to leisure. How much money should be spent and how much to be saved? How to combine resources to produce goods and services, and the level of taxes and the role of government? Often, people use their resources to improve their well-being. Well-being includes the satisfaction people gain from the products and services they choose to consume, from their time spent in leisure and with family and community as well as in jobs, and the security and services provided by effective governments.

In short, economics includes the study of labour, land, and investments of money, income, and production, and of taxes and government expenditures. Economists seek to measure well-being, to learn how well-being may increase over time, and to evaluate the well-being of the rich and the poor.

Smith (1776) “Economics is concerned with the enquiry into the nature and causes of wealth”

Robbins (1932) “Economics is the science that studies human behaviour as a relationship between ends and scarce means which have alternative uses”.

Pigou (1948) “The range of our enquiry becomes restricted to that part of social welfare that can be brought directly or indirectly into relation with measuring-rod of money”.

Wealth centered definition clearly stated Economics as a study of ‘Bread and Butter’. Economics also inquires about how man gets money and how he uses. It means economics has concern with welfare also. Economics also tells about alternative uses of money.

1.1.2. Nature of Economics

Economics is considered as Science as well as Art, both.

- **Economics as Science**

The term Science stands for a systematized body of knowledge, which traces the relationship between cause and effect. As propounded by Aristotle, Science consists of body of general truth.

Economics is a Science in the sense that it pursues its techniques to establish and interpret facts. Like Physics, Chemistry and Natural Sciences, Economics is also an empirical field of study. It employs many methods of enquiry, such as, observation, classification, framing hypotheses and analyzing evidence before interpreting facts. But, Economics deals with human affairs which are very complex. Results in Economics cannot be so accurate or exact.

- **Economics as an Art**

According to Keynes “an art is a system of rules for the attainment of a given end”. It means practice of knowledge. Art shows solution of various problems. Various branches of Economics, like, consumption, production and public finance provide practical solutions to various economic problems. Its knowledge helps us in solving practical economic problems of day to day life.

- **Economics as both Science and an Art**

It is Science in methodology and Art in its application. As Science, it formulates various problems. Study of the causes and effect of inflation falls within the purview of Science but forming suitable monetary and fiscal policies to check inflation is an Art.

1.2. ECONOMICS EDUCATION AND NATIONAL DEVELOPMENT

The discipline of education today comprises many varied fields of human inquiry and the economics has the major share. India has a colonial past. In 1947, with the emergence of India, as an independent nation from British rule, maximum attention was paid on the field of agriculture during the first five year plan leading to industrial development during second five year plan aiming at economic growth and prosperity of the nation. Considering the role of education in general and education in particular for the national development, economics is one of the main subjects under stream of commerce. State and Central government of the nation have taken keen interest in reforming the existing system of education in order to fit it best to the national development. In the country, Economics Education starts from Standard 8th as part of Social Science and from Std. 11th as a separate subject. The curriculum and syllabus from 8th Std. to 12th Std. have been modified and introduced all over the country with emphasis on Economics Education. The main idea in this regard to make the learner well acquainted with resources around him and develop scientific outlook in order to enable him/her to solve various economic problems of everyday life.

Higher Secondary Education in the country is a bridge between Secondary Education and Higher Secondary Education. It is terminal for the vast majority of learners who leave school as semi-skilled manpower and join the various developmental sectors for the country; and preparatory stage for a few who desire to go for higher education. It is preparatory stage of Education where the basic economics is taught for building up a career with the knowledge of Economics, i.e., businessman, entrepreneur, service doer.

Therefore, the economics education has become a major concern in India, for its agriculture and industrial development. The Educational Commission (1964-66) in its report proposed that education should address problems of national development and should help for the improvement of productivity of the people.

1.2.1. History of Economics Education

In ancient India, 'artha' (wealth) was considered as an important means of achieving the ultimate goal of human life which was termed as 'Moksha'. A systematic study of Economics was done in India as early as the later half of the fourth century B.C. by Kautilya, also known as Chanakya who was Prime Minister of Emperor Chandragupta Maurya. His treatise captioned 'Arthashastra' is regarded as monumental work on the art of administration, economy and polity. Coming to the modern times, mercantilism was the first comprehensive economic theory. It developed in France and England in the 16th and 17th centuries. Mercantilists defended the economic policies that nations were following to increase their wealth. At that time, national wealth was considered to constitute gold and silver accumulated within a country. The commerce of the nation was treated like the finances of the household. The credit of establishing Economics as a major field of study goes to Adam Smith. In 1776 his book 'An Inquiry into the Nature and Causes of the wealth of Nations' appeared which is still widely quoted. Economics began as British subject and remained so for many years. Economics became a recognized field of study during the 19th century. In colleges departments were created to teach Economics theory. Economists, such as Marshall (1842-1924) at Cambridge University attracted many scholars and students. Today it is an international discipline including scholars from most countries of the world.

1.2.2. Meaning and Importance of Economics Education

Economics has become the center of various activities. Each and every subject is viewed from its economical angle because one always likes subjects which fetch more money in one's future life. Economics has both practical and economic value. Education has many aspects. Economic aspect is only one of

them. Economics Education is an integrated study of problems related to education and economic development. In modern society main emphasis is given on economic development, which depends on education system.

It occupies an important position in education and curriculum and has become an integral part of education system.

Norton “The effect of investment in physical capital depends in large measure on the intelligence and skill of people who use this capital”

Tilak “The relationship between Education and economic growth is a two way process- one of a reciprocal nature and other of mutual contribution.”(As cited in Aggarwal, 2007)

Following are the reasons as to why economics is an important subject in school curriculum.

1. Helpful in tackling economic problems

Every individual at a point of time suffers complex problems relating to money, which has a bearing on the economic aspect of life. Here problems are solved through study of economics as it deals with production, consumption and distribution of wealth. In short economics deals with the various activities concerning our practical life and occupies a significant place in education, e.g., Home budget planning to locate cost reduction.

2. Means of livelihood

In economics, one studies various activities concerning various vocation and occupation. After studying this, the basic knowledge helps one to adjust with the environment and earn his livelihood. One also learns to spend his income in order to fulfill his needs to the maximum extent, e.g., earning to meet basic need and then pursue hobby.

3. Enrichment of knowledge

Students’ knowledge is enriched through study of Economics. One gets to know various types of people, different types of land, and various plans of country, its merits and demerits which brings betterment in various economic fields.

4. Helps to bring about practical activity

Once student acquires knowledge of economics, he becomes competent and takes up an economic activity, which raises his confidence and makes his life happy and peaceful, e.g., saving for the future through various schemes.

5. Helps in maintaining democratic setup

If each and every citizen discharges duties sincerely, honestly and successfully the nation becomes more successful. Study of economics can help one to easily determine and inculcate the feeling of patriotism and national consciousness keeping nation's interest in their mind.

6. Helps in developing liberal economic attitude

Students develop a liberal and broad economic outlook through knowledge of economics, where he critically studies statistics issued by government agencies and acquires knowledge about price, production, consumption etc. of goods produced all over the world.

7. International outlook

Study of economics helps student to know about international trade where no country can be free from the influence of other countries and hence develop international outlook.

8. Capabilities of using natural resources properly

Knowledge of economics enables one to make the best possible use of available natural resources in order to achieve economic development, e.g., minimum use of water, wood, fuel, and energy.

9. Economic interdependence

In today's world each country has to depend upon other for their economic wellbeing. Thus, the knowledge of Economics helps one to acquire understanding of above things and make use of it fully, e.g., labour and technology.

10. Material well being

In today's scientific & technological age of development, material development of a nation is possible only through gainful employment of available resource. For proper utilisation of resources one needs to have proper scientific outlook and proper way of living which helps to achieve material well being of oneself and his country. (Saxsena, 2007)

1.2.3. Recommendations of various Commission and Committees on Economics Education

In the country, Economics Education starts from Standard 8th as part of Social Science and from Std.11th as a separate subject. Economics is one of the main subjects under stream of commerce. All India Council for Technical Education (AICTE) recommended practical training to commerce students.

Secondary Education Commission (1952-53) recommended that promotion of vocational efficiency involves the creation of new attitude to work and an appreciation of the dignity of manual labour and also development of students' technical skills and efficiency through greater emphasis on craft and productive work.

Report of Special Committee for Commerce Education (1958) recommended

- The establishment of commerce workshop in all commerce departments of university for making the students familiar with the appliances, forms and documents that are used in industry and trade.
- There should be more use of the tutorial method, more opportunities for students to ask questions and take part in discussion, the use of cases, more essay work, less reliance on lectures and more use of the library.

The Education Commission (1964-66) in the Comprehensive Report the Commission proposed that education should-(a) address the problems of national development, particularly the issues concerning self-reliance economic growth, employment and social and nation integration; (b) relate to the life, need and aspirations of the people; (c) help improve productivity by emphasizing work experience, vocationalisation, improvements in scientific and technological education and research; (d) be perceived as the main instrument of change through human development; (e) contribute to social and national integration; (f) modernize the society through knowledge and application, and (g) inculcate social, moral and spiritual values in the people.

The NCERT document entitled "Higher Secondary Education and its Vocationalisation" (1976) emphasized that internal restructuring and modification of contents in education is required for establishment of strong linkages between education and other concerned sectors involved in developmental process. The commerce has been designed to meet varied objective of students. It provides common programmed in class IX consisting of elements of commerce, book-keeping and business mathematics and type writing. In class and XI it provided two options, one employment preparatory and other college preparatory. Under the college preparatory option subjects like Economics, Geography and English are offered. Under employment preparatory, optional like Business Correspondence, Business English, Stenography are offered.

Curriculum Development Committee on Economics (2001) recommended that there should be provision of 'Tutorials' at the undergraduate and the postgraduate levels so that the difficulties and problems of each individual student are attended and s/he is in a position to have a clear understanding of the subject.

1.2.4. Aims & Objectives of Teaching Economics

Economics as a discipline is introduced at higher secondary stage in the form of elective subject. At higher secondary stage, the students are in a position to develop their own perception, exercise the power of thinking, and are also in a position to comprehend and appreciate the basic concepts and theories of Economics.

The aims and Objectives of teaching Economics mentioned by Rudramamba & Kumari (2004) are:

1. To enable the students to understand overall concerns of national development;
2. To enable the students to understand the role of economic development in the context of overall national development;
3. To enable the students to understand the economic problems facing the nation;

4. To enable the students to understand the role of planning in economic as well as national development;
5. To enable the students to understand the principles and practices of mixed economy;
6. To enable the students to understand the need for increased productivity;
7. To enable the students to understand the need for providing equality of opportunity;
8. To enable the students to understand the economic theories and practices;
9. To enable the students to increase productivity in every endeavour;
10. To enable the students to take up some vocation suiting their abilities, aptitude and interests when they complete their schooling;
11. To enable the students to starts their own enterprise when they complete their schooling;
12. To enable the students to develop intelligent citizenship;
13. To develop in the students the skill of 'learning while earning' or 'earning while learning';
14. To develop in the students a broad social intelligence in economic problems;
15. To develop in the students an understanding of the significance of public expenditure;
16. To promote cooperative attitude in the students to increase economic well being;
17. To provide experiences to the students to improve their ability to make rational choices;
18. To develop in the students the sentiment of emotional integration and national integration by emphasising the aspects of economic interdependence of various regions of the country;
19. To develop in the students high standards of ethical, moral and spiritual values;
20. To develop in the students high standards of tastes;
21. To develop in the students scientific outlook on economic issues;
22. To enable the students to develop the art of spending money.

According to the CBSE (2008) document, the objectives of teaching Economics at higher secondary stage are:

1. To make students to understand some basic economic concepts and developing economic reasoning which the learners can apply in their day-to-day life as citizens, workers and consumers;
2. To enable learners to realise their role in nation building and sensitise them to the economic issues that the nation is facing today;
3. To equip learners with basic tools of economics and statistics to analyse economic issues
4. To develop an understanding among students that there can be more than one view on any economic issue and to develop the skills to argue logically with reasoning.
5. To enable candidates to acquire knowledge and develop understanding of facts, terms, concepts, conventions, trends, principles, generalisation, assumption, hypotheses, problems, processes, etc. in Economics;
6. To acquaint candidates with tools of economic analysis;
7. To develop an understanding of important economic problems;
8. To acquaint candidates with the main institutions through which the productive process is carried out;
9. To develop an understanding of the role of institutions in the functioning of an economy and
10. To enable candidates to compare their own economic structure with that of the other areas of the world.

It can be observed from the objectives that demands from the Economics Education have increased due to advancement at global and national level. To address these needs the Economics Education has been introducing changes in curriculum and pedagogy. Present scenario of Economics Education described below gives idea about prevailed Economics Education.

1.2.5. Present Scenario of Economics Education

In present scenario, Economics is the pathways to progress and prosperity. Every individual as a part of economy faces many economic problems in his/her daily routine life. Hence, it is important for every individual to have enough knowledge and understanding for basic economics to make wise

economics related decisions. The rapid development of economic market causes individual to face situation whereby he has to make right and smart decision. Various choices of products and services in the market allow tough competitions amongst the producers. Consumers' main conflicts in making choices are found in cases where there is inadequate knowledge especially regarding economics. Problems of making decisions with limited resource need expertise on means and methods of managing money effectively taking into consideration the current economic situations. Stern (2002) said that when citizens in the role of consumers, business people, elected officials, investors, policy makers, and so on, are economically and financially literate, economy performs in a better way than before. So responsibility of school education is increased in terms of developing the students for life. But Position paper on Social Sciences by NCERT (2007) stated that majority of students coming out of the education system, whether at the school or the first degree stage, is quite incompetent. They have a piece of paper or certification but there is little backing to the paper, in terms of skills or competence. In the category of skills that are either given low priority in the curriculum or are ignored altogether, one may think of several more, namely, social, intellectual, psychological, and relational skills and those related to articulation, communication, organizing, leadership, initiative, entrepreneurship, etc. In the academic domain, the knowledge is so shallow, bookish and peripheral that it largely represents a perfectly useless accumulation of information, useful to pass an examination but largely unfit for later use. Education hardly makes them self-reliant, confident and enlightened persons (In Education & Incompetence).

In recent years, almost every state, central and other boards in India has included Economics as a significant part of social sciences at school level and as a discipline at senior secondary level. Despite recent emphasis, there is hardly any research to investigate economics classroom processes (cited in Srinivasan & et.al.). In India, a survey conducted by ASSOCHAM, in 2008, on 258 faculty members of MBA programmes found that most professors did not know basic facts about the national and global economy, 89% teachers were unable to tell the GDP growth rate scaled by the Indian economy. Study of Pandey & Bhattacharya (2012) showed that CBSE teachers of senior secondary schools are more economic literate than those of U.P. board senior secondary school teachers. These differences may be due to in-service training, workshop, seminars, and lectures of experts attended by teachers.

Harris (2009) with National Council on Economic Education in United States of America showed that nearly two third of respondents did not understand about money and inflation terminology, about 54% did not understand the relationship between money and deficit budget and 35% did not understand about making decision related to limited resources. Studies of France, Summary, & Vasegh (1989), Markow & Bagnaschi (2005), Soper & Walstad (1988a,b) revealed that Economics education studies still show little concern about what content should be taught at the university and high school levels and about those teachers who teach economics have any training in economics or not.

As per the literature review teacher's knowledge, attitude, personality, instruction style, qualification and so on directly affect student's performance. Obemeata (1980) mentioned that there is no association of secondary school teachers of Economics in Nigeria. The teaching of economics in Nigeria is characterized by many inadequacies for e.g. audio-visual aids for the teaching of economics are either not available in sufficient quantity or what is available is usually inappropriate. Economics text book is lacking in in-depth economic analysis and they contain factual inaccuracies. The bulk of those who teach economics in Nigerian secondary schools are people who cannot be called qualified economics teachers. They are, therefore, not committed to the promotion of the causes of economics as a discipline or as a secondary school subject. Becker & Watts (2001) found that traditional methods of Economics have dominated in the classrooms. Benzing & Christ (1997) findings revealed that rote memorization and sitting passively in the classroom are major reasons of the students' failure in Economics. Due to monotonous presentation by the teacher's students constantly loses their interest in Economics. Economics education in India has suffered from adhocism, remains theoretical, lack of practical applicability, lack of linkage between industry and economics academe and is in the dire need for updating its curriculum especially at secondary school stage (Pandey, 2012).

Therefore, there is a dire need to encourage researches in Economics education. Efforts are required to streamline the Economics education and teachers teaching Economics. Hence, the quality of the Economics teacher is regarded as the most important in the present day of demand. As such teacher competency plays vital role in the entire teaching-learning process.

NCF remarked that the disciplines that are included in the social sciences, namely history, geography, political science and economics have distinct methodologies and boundaries. The boundaries of the discipline need to be opened up and plurality of approaches may be adopted to understand a given phenomenon. For an enabling curriculum, certain themes that facilitate Interdisciplinary thinking are required.

In the view of the above points the newly visualized Economics Education as put forth by NCERT is as follows:

National Curriculum Framework (NCF) - 2005, the National Focus Group Position Paper on Teaching of Social Sciences proposed an epistemological shift.

TABLE 1.1
MAJOR SHIFT NEEDED IN SOCIAL SCIENCE EDUCATION

From	To
1 Textbook as the only source of information	Textbook as suggestive of a particular way of understanding issues
2 Textbook as a closed box	Textbook as a dynamic document
3 The 'mainstream' account of the past	More groups and regions are covered

While advocating changes in the approaches to teaching, it was suggested that the shift from mere imparting of information to involvement in debate and discussion would keep both learners and teachers alive to social realities.

1.2.6. Values of Teaching Economics

Teaching of Economics has theoretical and practical values.

1. Theoretical Values of Teaching Economics

- Expansion and Enrichment of Theoretical knowledge
In Economics students studies about various laws of Economics and also acquaint with economic and financial structure of the society. They are also become familiar with various economic problems and political trends and also get a lot of information about the economic activities of other countries. All this knowledge given to them is quite useful for them and is valuable in the expansion of their knowledge.
- Development of mental faculties
The study of Economics helps in development of various mental faculties such as power of reasoning, thinking, memory, etc.

- **Bring about broad-mindedness**
By study of Economics the pupils becomes broad-mindedness because the theoretical knowledge of Economics gained by him enables him to know various economic problems. It also enables him to make a comparative study of various economic structures. By such studies the students gain an insight into the problems faced by other countries and it broadens their outlook and makes them broad-minded.
- **Understanding of relative importance**
The knowledge gained by students studying Economics helps them to develop their power of understanding of relative importance. With the help of this knowledge they can easily discriminate between various events on the basis of their economic results. Such discrimination may reveal that there are many a things which have no economic importance and this would help the students in number of ways.
- **Power to solve various complex problems**
The knowledge gained by the students by study of Economics is quite helpful to them to know and solve various problems. They can solve various many a complex economic problems which may be their personal problems or otherwise. So the knowledge of Economics comes handy in solving various complex and difficult problems.

2. Practical Values of Teaching Economics

A large number of practical applications of Economics are found in life. The knowledge of Economics is needed at every step and stage of life. Study of Economics modifies and improves behaviour of person to a large extent.

- **Practical value of the Teaching of Economics in individual life**
An individual has to play many roles simultaneously. At a time he is businessman, a member of a family, a fanner, a social worker, etc. Individual is expected to make proper use of his resources, budget, investment and services. All these things affect the individual's life in own way or the other. So the knowledge of Economics is useful for an individual to lead a happy and successful life.

- Value of study of Economics in social life
Knowledge of Economics has been used to solve the problems i.e. the problem of class-struggle and proper distribution of the resources, free enterprise and state of society controlled enterprise, production and its proper distribution and consumption, poverty and unemployment, growing population and economic resources. (Jha, 2001)

From the above discussion it becomes clear that knowledge of Economics helps in solving problems of personal and social life.

1.3. HISTORY OF COMPETENCE AND COMPETENCY BASED EDUCATION

The concept of competence can be traced as far back as 3000 years ago when the Chinese employed written civil service exams, replacing recommendations by superiors, in selection for government jobs (Hoge, Tondora, & Marrelli, 2005). In the medieval age, apprenticeship was introduced. Apprentices were expected to learn skills by working with a master and were awarded credentials after they reached the standards of workmanship set by the trade (Horton, 2000). In the beginning of the twentieth century, work brought complex skills to the job. Frederick Winslow Taylor, who was called the father of scientific management, became a significant figure with the development of management thinking and practice. Taylor (1911) proposed greater division of labor, with jobs being simplified, an extension of managerial control over all elements of the workplace, and cost accounting based on systematic time-and-motion study. All of these elements were associated with the rise of the concept of competence. In the 1940s and 1950s, researchers started systematically identifying and analyzing broad performance factors (Flanagan, 1954; Fleishman, 1953).

The turnaround came when in the early 1960's, when McClelland wrote a landmark article asserting that IQ and personality tests that were then in common use were predictors of competency. He felt that company should hire people based upon competencies rather than test scores. Further National skill

standard Board (NSSB, 1994) which became National skill Standards Board Institution in 2003 created to develop a voluntary national system of skill standards, assessment, and certification to enhance the ability of the United States to compete effectively in the global economy (National skill standard Act 1994).

NSSB summarized standards as- “Those skill standards identify what people need to know and be able to do in order to successfully perform work-related functions within an industry sector. Specifically, standards define the work to be performed, how well the work must be done, and the level of knowledge and skill required (McCain, 2002, para. 3).”

Not only has the competence movement shaped the industrial and a business sector in terms of efficiency, the movement has also reformed the field of education. In the 1910s and 1920s, there were two prevailing and a divergent approach to curriculum design—one was the behaviorist, and other was the humanistic approach. The behaviorist approach builds curriculum according to highly refined and specifically identified skills or functions; the humanistic approach builds curriculum based on a combination of culture, personality, and citizenship (Neumann, 1979).

Competency Based Education was originated and Allen (1919) one of the vocational educators has adopted Taylor’s work on efficiency and connected job analysis with Education:

“Analyzing the trade simply means listing out all the things that the learner must be taught if he is to be taught the complete trade. If the trade is that of a carpenter, the instructor notes down all the different jobs that a carpenter has to do. If it is plumbing, or book binding, or machine shop work, the same listing of jobs must be carried out. If, in addition to the jobs themselves, there are certain special words (technical terms) whose use he must know, or special tools whose names he must be able to remember, or constructions or computations which he must be able to make, or special safety precautions that he must take, these must also be listed completely out. (p. 43)”.

1.3.1. Meaning of Competency

From the historical point of view, the term competency is not new. Although different educators have referred to competency over more than two decades, still there is lack of agreement among educators as to what constitute competency and how to describe it.

In general way, Competency is capacity of an individual that leads to the behavior, which meets the job demands within the parameters of the organizational environment and in turn brings about desired results. Any underlying characteristics required for performing a given task, activity, or role successfully can be considered as competency.

Klepm (1980) competency is ‘an underlying characteristic of a person which results in effective and/or superior performance on the job.’ Spencer and Spencer (1993) defined competency as “an underlying characteristics of individual that is casually related to criterion-referenced affecting and/or superior performance in a job situation”.

Hogg (1989) defined competency as “competencies are the characteristics of a manager that lead to the demonstration of skills and abilities, which result in effective performance within an occupational area. Competency also embodies the capacity to transfer skills and abilities from one area to another.” Parry (1996) viewed competency is “a cluster of related knowledge, skills and attitudes that affects a major part of one’s job (a role or responsibility), that correlates with performance on the job, that can be measured against well-accepted standards and that can be improved via training and development”.

According to Encyclopaedia of Education (2006) competency means area of personal capability that enable people to perform successfully in their jobs by completing task effectively. A competency can be knowledge, attitude, skills, values or personal values. Competency can be acquired through talent, experience or training. Competencies are description of performances anticipated. Competencies when specified as performance in realistic, task-relevant situation assist in focusing on behaviour. Competency statements define the behaviour associated with performance desired and also describe the on the job context within which such behaviours need to be manifested,

expectations for performance become clear (Harris & Monk, 1992). Competency comprises of knowledge, Attitude and Skills to accomplish a Specified Task.

Mc Donald (1977) mentions about professional competency in teaching. According to him professional competency of teaching involves continuous problem solving. He observes that pupils differ in a variety of ways. They differ in their interests, abilities, and rate learning. So, it is obvious that the same instructional procedure may not work for all pupils. A particular instructional procedure may be helpful for a group of pupils. Therefore, he suggests that the teacher should engage in a complex and adaptive form of problem solving.

From above discussion, It is said that concept of job competency represents an ability. Set of competencies describes what a person can do, not necessarily what a person does. To define competency, we must determine what the actions were and their place on a system and sequence of behavior and what the intent meaning of the action and result were. Job competency is an underlying characteristics means a person may or may not be known about the existence of these characteristics i.e. trait, skill, body of knowledge, aspect of one's self image etc.

Competencies are characteristics that are causally related to effective and/or superior performance in a job. This mean there is evidence that reveals that possession of the characteristics precedes and leads to effective and/or superior performance in the job. Some casual relationship also exists between characteristics of performance and job performance.

To some educators, competency is seen as the application of knowledge, to others, it is knowledge and skills combined; still others maintain that knowledge and skill constitute separate competencies. Some claim that only directly measurable performance comprises competency while other maintains that unexpected and unmeasurable learning outcomes are included in the concept of competency (Butler, 1978). Some equate competencies with behavioral objectives which demands very specific set of knowledge.

1.3.2. Types of Competency

1. Generic or Common competencies

Generic competency means a broad cluster of abilities or attributes. Work related generic competencies are abilities or attributes used in work place. The Mayar committee assumes that there are certain universal attributes/abilities formed in education that are useful across all work places e.g. setting a goal for the school is generic competency because job competencies are underlying characteristics they can be said to be generic.

A generic characteristic may be apparent in many forms of behaviour or a wide variety of different actions. Generic competencies are- job expertise, mental ability, team work, initiative, innovativeness, emotional maturity, communication, leadership, quality of work, time productivity, self-discipline, foresight and proactive, problem analysis and decision making, self motivation, responsiveness to change(Sahu, 2009).

2. Specialised Competencies

Specialised competencies are related to specific situation into which individuals go, the specific job requirements, expectations and job-title. For e.g. knowing gujarati for a principal of particular area would come under specialised competency. Specialised competencies tend to get ignored by training institutions as they seldom know specific situations into which individuals go.

1.3.3. Teaching Competency

There has always been a quest for quality education. For qualitative education quality of teachers and needs of society are at centre place. At that time questions automatically arise; what is competency means and how it could be generated in the teachers? These questions have attracted the attention of teachers, researchers, educators, administrators and others who are interest in the quality of education. Different persons have defined teaching competency. Teaching competencies are defined as attitudes, understanding, skills and behaviors that facilitate intellectual, social, emotional and physical growth in

children (Cooper & Weber, 1973), ...functional abilities which teacher demonstrates in the day to day job related activity (Dold, Norman et.al, 1972), ...demonstrated ability to perform the functions required in a certified teaching position (Schalock, 1973).

Good (1973) defines Competency and Teaching separately, teaching is narrowly the act of instructing in an educational institution and competencies are those skills, concepts and attitudes needed by all workers regardless of their occupational or specific jobs. Therefore, combining these two definitions the following definition can be arrived: "Teaching Competency is those skills, concepts and attitudes needed by the teachers for the act of instructing in an educational institution". Wilson (1973) Teacher Competency is knowledge, attitude, skills and self perceptions of the products that derive from the mix of these behaviours resulting in constant patterns of behaviour leading to the attainment of predicted outcomes.

Barr (1952) implies basic competence of the teacher as (1) director of learning (2) a friend and counselor of students (3) a member of a group of professional workers (4) a citizen participating in various community activities.

Hoyle (1969) A Competent teacher is one who: (1) has the skill to form accurate perceptions of the classroom situations and the changes that occur within the classroom; (2) is aware of the teacher roles which are appropriate to different situations and (3) possesses the personality skills which allow him to adopt to changing situations. Butler (1978) has mentioned taxonomy of competency clearly indicates the skills required to be competent teacher. The skills are: (1) a mastery in skills; (2) necessary inputs, viz. attitudes, interest, intelligence etc; and (3) a proper participation of the predetermined outputs. According to him, a competent teacher is essentially skilled but a skilled teacher may not be competent. A skilled teacher can only exhibit the different skills in an appreciable manner, but s/he may lack the knowledge about when, where and how to use each skill. So, considering the discussion above, it is possible to derive a tentative conclusion that measurement and prediction of teacher competency is possible by conducting research on classroom teaching.

1.3.4. Approaches of Teaching Competency

Teaching competency is the ability of a teacher to facilitate behavioral change in students. To be precise, teaching competencies are functional abilities which teachers show in their teaching activities. There are various approaches to develop teacher competency.

1. Trait Approach

In ancient India, there was no systematic provision for the education. But with increasing knowledge about child psychology and advancement in the science of pedagogy it is being recognized that the teacher should not only know the content but also know the 'child' whom s/he has to teach. In order to do the job of teaching well the teacher should be well conversant with the art, science and skill of teaching. All these necessitate education of the teacher to make him familiar with the intricacies of the teaching-learning process and planning of the lessons. Hence, it is being increasingly felt that teachers should be educated and re-educated to be able to do the job well i.e. why it is very apt to say that teachers are not only born but made also and can be made through good programme of pre-service and in-service teacher training programme. (Das, 2000).

2. Flander's Classroom Behaviour Approach

Flander's interaction analysis system is a device used for describing teacher's interaction with the class. Flander has developed ten categories system. The first seven categories are used when teachers are talking and the next two categories are used when any pupil is talking and the last category is used to indicate the silence or confusion in the classroom. It is an objective and systematic technique for evaluating the classroom performance of a teacher. A thorough understanding of teacher behavior in the classroom and their effectiveness will help improvement of necessary skills that are needed for better competence.

3. Reciprocal Category System (RCS)

Richard Ober of the University of Florida has put forward a modified adaptation of the FIACS known as the Reciprocal Category System (RCS). In this, there are nine categories which are applicable to either teacher or the student in a reciprocal manner i.e. warms, accepts, amplifies, elicits, responds, initiates, directs, corrects, and cools, and tenth category is silence or

confusion. The RCS, not only enables us to determine the nature and type of teacher-pupil interaction but also to estimate the socio-emotional climate in the classroom by noting the warming and cooling behaviour of teachers.

4. Micro Teaching- Skill Based Approach

Micro teaching is a 'Scale down teaching encounter in class size and class time.' Allen & Ryan (1961) noted micro teaching as "a versatile research tool which dramatically simplifies the logistics of investigating certain teaching skills and learning variables." The teaching skills being developed through micro-teaching lessons are to be evaluated or observed by peers and supervisors. The evaluative instrument for assessing the effectiveness of micro-teaching is the Stanford Teacher Competence Appraisal Guide.

5. Model Approach

Joyce and Weil (1972) have developed different models of teaching based on different theories of teaching. A teaching model is necessarily characterized by the 'frame of reference' and focus that it provides to the teacher to act purposefully and rationally. This model is considered as a 'blueprint for teaching'. The models are grouped into four families as the basis of their chief emphasis in the ways they approach educational goals and means.

These are: (a) Social interaction models (b) Personal models (c) Behaviour modification models (d) Information processing models.

1.3.5. Viewing Teaching Competencies Employed by the Teacher

To assess a teacher's performance in relation to given competency, many dimensions of teaching learning process i.e. student population, instructional material, curriculum, classroom setting, time allocation and utilization, teacher, distractions must be considered. Tikunoff & Ward (1978) stated that 'the act of teaching cannot be investigated successfully unless the total context of the teaching learning event is considered'. Effective teachers are not thinking about what to do; they are responding in a predictable manner to the student behavior. So, it is said that in establishing a productive learning environment, effective teachers are recapturing instructional time that is often lost in administrative activities, discipline and transitions.

Criteria for judging teacher competence by Reager & Pratte (1973) as: (1) knowledge of the subject to be taught (2) certain natural endowments such as- pleasing personality, patience, fondness for children and mental stability (3) knowledge about the students like the students' family background, social status, and cognitive ability while Yarger (1974) viewed competent teacher as professionals could employ specific instructional strategies based on the objectives of the materials to be taught, the situation for teaching, the characteristics of the children, and finally their own characteristics of teaching style.

Borich (1996) stated that an effective teaching is when the teacher uses what s/he knows of children abilities and applies them to the classroom, having the ability to know what individual students needs in order to encourage and their learning process. In the past a good teacher was considered as having such psychological characteristics, attitude, experience, aptitude and achievement. The measure of the teacher was the performance of the teacher and not the performance of the students. Demmon (1986) presented 15 characteristics and techniques that were found among effective teachers. The characteristics included: strong grasp of subject matter, use of systematic instruction techniques, high expectations of students and themselves, willingness to tailor teaching to students' needs, belief in their own efficacy, use of varied teaching strategies, use of preventative discipline, caring, use of a democratic approach, task – oriented, concerned with perceptual meanings rather than facts and events, comfortable interactions with others, good management skills, accessibility to students outside the class, flexibility and imagination in their ideas.

Brodie (1998) described teaching effectiveness as the degree to which a teacher facilitates students' aspirations. Some common descriptors of effective teachers include enthusiastic, charismatic, and expressiveness. As Elliott et al. (2000) stated that effective teaching requires more than use of different teaching methods. Teachers need to know their students well and be able to adapt their teaching styles to a particular classroom and to individual students. Stronge (2002) stated that qualities of effective teachers are- pre requisites of effective teaching, that are teacher as a person, classroom management and organization, planning for instruction, implementing instruction, monitoring

student progress and potential. As Richardson and Arundell (1989) noted that an effective teacher gives a variety of examples, properly plans lessons, has mastery over subject matter, and increases learning of students. As Chayya (2001) while summing up the characteristics of effective teaching, states that effective teachers take personal responsibility for student's learning, determines the difficulty of the lesson with the abilities of the students, give the opportunities to students to practice newly learned concepts, maximize instructional time to increase content coverage, provide direction and control of student learning, use a variety of instructional, verbal methodology and visual aids, try to elicit responses from students each time a question is asked, present material in small steps, encourage students to reason out, initiate classroom dialogues, encourage independent thinking, problem solving and decision making, and provide methods of learning with mental strategies for organising and learning the content being taught.

Suydam (1983) indicated that effective teachers are concerned about their achievement; offer encouragement; involve students through questions and discussion; allowing few distractions and interruptions; establish and follow simple but consistent rules; monitor pupils' behavior carefully; move around the classroom and give clear directions. Glass (2011) opined that effective teachers use different resources to plan and structure learning opportunities; monitor student progress formatively, adapting instruction as needed; and evaluate learning using multiple sources of evidence ,contribute to the development of classrooms and schools that value diversity and civic-mindedness and collaborate with other teachers, administrators, and educational professionals to ensure student success.

Anderson (1991) stated that an effective teacher is one who achieves the goals set by him or have set for him by others. An effective teacher must possess the knowledge and skills needed to attain the goals and must be able to use that knowledge and those skills appropriately if the goals are to be achieved. As Good et al. (1994) described effective teachers as those who set high, realistic goals, presented information in ways to meet student needs, monitored student progress and provided opportunities for students to apply what they had learned.

So, it can be concluded that effective teachers possess well balanced personalities, keeping in mind psychology and needs of students, has good character and positive attitudes towards the profession. In the classroom effective teachers use various teaching skills, appropriate strategies to solve the classroom problems and create an excellent environment for learning.

1.3.6. General Teaching Competencies

UNESCO (1992) stated competencies required of teachers for each of the mega trends curriculum reforms:

1. Education for all

Ability to:

- Evaluate achievement against agreed norms;
- Sustain learners to maximize achievement levels;
- Convert intended learning outcomes regarding the curricula into relevant applications;
- Nurture life-long learning skills.

2. Relevance of the curriculum to the individual and society

Ability to:

- Apply knowledge and skills to the real life problems of learners;
- Facilitate learning that is relevant to the learners own background and existing knowledge, while at the same time also moving on from this point to wider considerations;
- Nurture motivation for learner performance;
- Make societal/macro concerns relevant to individual learners.

3. Development of appropriate values and attitudes

Ability to:

- Develop learning environments/situations that will help develop such “appropriate” attitudes and values;
- Deal with conflict situations which may arise when there is a clash of values/attitudes in various situations;
- Evaluate growth and maturation of attitudes and values in learners.

4. Development of process skills

Ability to:

- Identify the various process skills: thinking, evaluating, observing, measuring, classifying, finding space, space/time relationships, organizing data and communicating, inferring, predicting, formulating hypothesis, defining operationally, identifying and controlling variables, experimenting, and interpreting data and drawing conclusion.
- Identify appropriate process skills for particular learning and teaching situations;
- Evaluate the limitations of particular process skills for particular situations.

5. Meeting the needs of the whole individual

Ability to:

- Recognize learner's many domains of development and the interaction among these domains;
- Recognize that learner's development occur at different rate and at different times;
- Create appropriate learning situations in the light of the previous two points;
- Develop evaluation methods that reflect the holistic nature of the learning and the learner.

6. Maximize the full potential of each child

Ability to:

- Diagnose the needs of each learner in terms of their socio-economic, cultural, physical, cognitive and affective characteristics;
- Identify the strengths and shortfalls in learners and to then adopt teaching/learning techniques and materials that mobilize and enhance the strengths and compensate for shortfalls.

7. Learner-centred learning and teaching

Ability to:

- Mobilize and enhance learner activities and interaction in the learning situations;
- Match the learning and appropriate teaching/learning content and materials,
- Encourage initiative and independent study skills on the part of learners;
- Use various forms of learner-centred methods of assessment such as criterion referenced assessment techniques.

8. Mastery learning

Ability to:

- Facilitate initial learning, reinforcement of learning and the application of learning;
- Provide for the prevention, discouragement and minimization of learning difficulties;
- Provide for remedial learning and instruction.

9. Holistic/ performance Evaluation

Ability to:

- Ensure that there is consistency between whole-learner development and multi-evaluation modes appropriate for a particular learner;
- Use evaluation information to plan appropriately sequenced teaching-learning activities for the learner.

10. Coping with and/or managing change

Ability to:

- Identify that change is occurring in society and to map the nature of these changes in terms of directions, quality, etc.;

- Discriminate between the changes that need to be coped with and those that can be managed;
- Identify competencies to be developed in learners in order to achieve those things identified in the previous two points;
- Provide for appropriate learning opportunities to achieve the above;
- Evaluate how the learners perform and to make and implement any necessary adjustments.

According to Bawa (2011) General Teaching Competencies are as follows:

- Clear and attainable instructional objectives
- Appropriate content selection as per instructional objectives and level of students
- Proper lesson Organization
- Interesting and effective beginning of the lesson
- Proper structuring and delivering of questions
- Handling of pupils responses by using various techniques
- Use of examples for illustrations
- Use of appropriate teaching aids for illustrations
- Clear Explanation
- Provide opportunities to the pupils to participate
- Appropriate speed of presentation
- Effective black board work
- Use of verbal and non-verbal reinforces
- Varied stimuli for securing and sustaining pupil attention
- Appropriate pacing
- Management of the class
- Evaluation of lesson
- Ending of the lesson

Above manifested general teaching competencies are required for all subjects. But a result of any subject is affected by Qualification of the teacher, nature of the subject and Experience of the teacher. The study of Buch & Quraishi

(1970) found that teachers with master's degree talked four percentage more than the graduate teachers and their proportion of I/D (indirect- direct behaviour ratio) was also less as compared with graduate teachers. Further Buch & Quraishi (1970) observed that all the elementary school level teachers with Experience of more than ten years talked nearly four percentages less and were less positive attitude towards children than teachers with experience less than ten years. Santhanam (1972) found that history teachers talked the most and mathematics teachers talked the least. Jorkasky (1971) which revealed that social studies teacher laid greater stress on lecturing, because they were more concerned with giving information and structuring problems whereas mathematics teachers made great use of those questions which required all the students to answer at the same time. These studies show that teachers influence their students differently in different subject areas.

1.4. NEED OF TEACHING COMPETENCY FOR ECONOMICS TEACHERS

Economics is an essential part of social studies. It has a very close relationship with social sciences. It has a deep relationship with the practical aspect of human life.

In Economics, one studies various human activities related to money or wealth. One studies how a man gets wealth and how he uses it or various human activities that have relationship with money or wealth. No practical aspect of human life can function successfully without money. Money or wealth has a very important place in social life. It is a means of purchasing things. All trade depends on it. Hence, there is a cut-throat competition to acquire more wealth and more and more money. Economics helps us to know about the ways and means of leading a successful life. It has two aspects- Theoretical as well as practical.

Under theoretical aspect of Economics, we study and analyze various principles and theories. It deals with the basis of various functions of man, the analysis of various circumstances and causes that bring about production, land, capital, labour, organization, enterprise, etc. The position and influence of all these things is studied under the theoretical aspect of Economics. Knowledge of Economics is helpful in our day-to-day life in acquiring various means of livelihood. It teaches us to utilize whatever we have or we earn.

Under the practical aspects Economics are the functioning and running of various industries, trades, etc. The practical aspect of Economics is more important than the theoretical aspect. The Economist who can find out and imagine the direction towards which the whole of the economic structure is moving, he can know about the various trends in the field of production, consumption, marketing, etc. Therefore, it is taught at school level with a view to strengthen students' understanding of socio-economic aspects and their roles in the development. Review of Economics course objectives of ICSE and IB board show that students studying Economics are expected to develop international perspective, and students studying Economics in CBSE schools are expected to sensitize themselves in national building. The section of IB syllabus quoted – Economics has an important role to play in promoting such international cooperation and mutual understanding because of its focus on global issues. Teacher of the course must aim to promote awareness in their students of how impact of economics can both improve cooperation and understanding between countries and, unfortunately, cause extensive damage. To achieve this understanding, students must be taught to consider economic theories, ideas and happenings from the points of view of different individuals, nations and cultures in the world economy. Although complete knowledge is impossible, students can search for understanding through a wide range of different aspects of the global economy. Their search may inspire a lifelong interest in the promotion of international understanding (p.5). So, teachers are expected to understand why Economics is taught and plan the classroom activities according to the demand of content. But results of Seventh All India Education Survey (2002) show that at the higher secondary stage, Economics is being opted by large number of students; it emerges as the most popular social science subject. Despite its importance and popularity, development of economics curriculum remains a major challenge. Economists as well as economics educators in the country seem to be disinterested in the teaching-learning process of this dynamic subject. There is hardly any research to investigate economics classroom processes. Discussion and debate on the emerging areas, inclusion/deletion of topics, pedagogy of teaching-learning in economics, evaluation methods, inter-linkages between school and college or university level economics curriculum are lacking. (Srinivasan, 2010).

Teaching learning at knowledge, understanding and application level which is commonly practiced in schools implies that we still are lacking behind in effective teaching learning process. Opinion of Laments in Importance of Economics in the curriculum that “we spend too much time forging theoretical tools and too little time in trying to make practical use of them. If this situation still continues then it will be difficult to fulfill the expectations from the various higher education programmes as it is essential to develop higher order cognitive abilities of analysis, synthesis, evaluation and creativity in the students to achieve the goal of producing competent skilled force. Opinion of Tubewell in Importance of Economics in the curriculum that in case of developing countries it is only a premature flowering of economics which is responsible for its separation from practical life.

It is essential to study what goes on in the classroom and how they are related with achieving the objectives. The effectiveness of the teachers counts a great deal in translating objectives into learning outcomes in the pupils. As such teacher’s teaching competency plays a vital role in the entire teaching-learning process. Therefore, it should be more meaningful to identify those desirable competencies of economics teachers in teaching of economics within the social situation, and to analyze their teaching for the purpose of finding out the factor which influences the teacher to be competent one. In the light of above discussion the investigator arrived at the competencies and prepared the draft of competencies list.

1.5. RATIONALE FOR THE PRESENT STUDY

The quality of Education is influenced by Physical facilities, qualified and competent teachers, curriculum and instructional materials, support materials and equipments, teaching-learning strategies, comprehensive and continuous evaluation and the effective management. By improving the quality of each one of these elements, we can hope to bring about significant improvement in the overall quality of Education. Teaching Competency is one of the most important determinants of quality education. Mathew (1980) had studied (1) presage variables like intelligence of teacher, attitude, interest in teaching, self-perception of teaching (2) process variables like teacher’s class room

behaviour, skills and techniques of teaching (3) product variables like students' rating on teachers and identified fourteen desired factors. These desired factors indicate about expected teaching competencies.

Teacher is the most vital input in an education institution. It seems that teaching experience contributes to the enhancement of knowledge base, attitude, and skills in the focus area. Study of Buch & Quraishi (1970) observed that teacher's experience matters while dealing with students. Jorkasky (1971), Santhanam (1972) found differences in presentation according to the nature of the subject. Ramana, (2010) has mentioned that the qualification in a discipline has direct bearing on teaching competency. So, Availability of the teachers and their competencies are most essential ingredients to move towards excellence. In the absence of continuous updating, teachers' skills and competencies becomes outdated. The study of Mathur (2000) revealed that the Teachers find difficulty in explaining certain concepts, like, Biotechnology, Genetic Engineering. Multimedia packages are available in the markets which are not being used by the teacher. They need to be oriented about the use of technology in the instructional process. Teaching learning process of Organization of Commerce was studied by Bhatia (2008) and found that teachers rarely use teaching aids and practical activity; innovative ideas are missing and teachers have no efficiency in speaking fluent English. From the above discussion it is evident that ability to teach along with the use of teaching aids used during the teaching experiences helps to bring about all round development.

Today the economic structure of different countries is changing fast. It is necessary and useful to have knowledge of different economic conditions of various countries, through Economics. The student of Economics can acquire knowledge of the economic structures of various countries and put it to proper use. Nobody can be thoroughly well in Economics unless he has a wide practical knowledge. The study of Madhuri (2005) reveals that Economics is a difficult subject and the way it has been taught is theoretical.

Due to Liberalization, Privatization, Globalization world has become like global village. Lots of business opportunities are expanding in different sectors. In the changing economical scenario in India in particular and all over

the world in general, the Indian Economics Education at school level is exposed to many challenges, like, global competition, technological up gradation, quality enhancement, cost consciousness, and new combination of the cost of production. The schools are now realizing the growing disparities between what they impart to economics students and what the demands of the employment market are. Sarkaria (2005) Commerce is one of a few practical subjects, which is being taught theoretically. So it is very essential to study what is expected and in practice as per the Economics teaching is concerned. Efforts were made by Bawane (1999) at Primary School level. Bawane (1999) found gaps between expected and practiced teaching competencies among primary school teachers and also identified that the Teacher Education Programmes have not been sufficient in developing the expected competencies especially in the areas of teaching methods, remedial instruction.

Economics has theoretical and practical aspects. Also it is based of Science, as well as, Art. Economist Rao states that “let us not think that education is just consumption or welfare activity, something that can be postponed in reference to investment, to irrigation, power, and steel mills or the more salaries for government officers who will administer these programme. The sooner this is recognized to influence persons in this country; the better would be India’s chances to achieve the high rate of economic growth which we desire.” (As in Aggarwal, 2007) Therefore, competent human forces are required. The teacher becomes the pivot around whom the whole educational process moves on. So there is a need to study and enhance the teaching competencies of Economics teachers.

1.6. RESEARCH QUESTIONS

1. Whether domain specific teaching competencies are practiced by Economics teachers?
2. Whether there is significant difference between teaching competencies expected and teaching competencies practiced by Economics teachers?

1.7. STATEMENT OF THE PROBLEM

A Study of Teaching Competencies of Economics Teachers of Higher Secondary Schools

1.8. OBJECTIVES OF THE STUDY

1. To identify the teaching competencies expected among the teachers teaching Economics.
2. To study the teaching competencies in practice among the teachers teaching Economics.
3. To identify gaps between the teaching competencies Expected and Practiced by the teachers teaching Economics.

1.9. EXPLANATION OF THE TERM

Teaching Competency for Economics

In the present study teaching competencies for Economics have been referred to attitude and knowledge possessed and skills exhibited in teaching Economics. These fall under four functional areas, namely, Planning, Presentation, Pupils' Participation and Evaluation.

1.10. DELIMITATION OF THE STUDY

The present study was delimited to teachers teaching Economics, Students in XI Std. in schools of Anand District affiliated to Gujarat Secondary and Higher Secondary Board (GSHSEB) and their Parents.